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ABSTRACT

This chart is intended to document a student's mastery of competencies identified as necessary in the Missouri Competency Profile for business education. The chart includes space for recording basic student and instructor information and the student's on-the-job training and work experience. Provided next are rating sheets for various employability skills/competencies expected of students completing courses in business technology, computer business applications, or international business. Competencies in the following categories appear on some or all rating sheets: self-management and professionalism; interpersonal skills; communication skills; processing/managing information; business management/support skills; career management; entrepreneurship awareness; hardware and software systems; word processing, database, and spreadsheet applications; desktop publishing; telecommunications; resource management; international career opportunities; international business structures; multicultural and global communications; and world trade practices. An accompanying list of possible assessment activities lists more than 300 activities recommended for use in conjunction with teaching/evaluating the competencies listed in the rating sheets. (MN)

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ED 379 462

Business Portfolio Folder

Instructional Materials Laboratory
University of Missouri at Columbia

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CE 068 276

Business Portfolio Folder 20-0002-C

Competency Profile

Instructor: _____

Instructional Program: _____

_____

School: _____

School Address: _____

_____

Student: _____

Address: _____

_____

Telephone: _____

Social Security Number: _____

IN CASE OF EMERGENCY, CONTACT

Name: _____

Telephone: _____

Family Doctor: _____

Telephone: _____

1-94

Date of Enrollment: _____

Date of Withdrawal: _____

Date of Completion: _____

Total Hours Absent: _____

Total Instructional Hours: _____

Total On-The-Job Training Hours: _____

On-The-Job Training/Work Experience

Duration of Employment	Job Title	Job Description	Supervisor's Name	Name/Address of Employer	Telephone

The following profile ratings represent the knowledges, skills, and attitudes that this student has demonstated at a given time under given conditions. It does not necessarily represent certification of future abilities.

This project was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education, Division of Vocational and Adult Education, and no official endorsement should be inferred.

Name: _____

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale:
3 Mastered - can work independently with no supervision
2 Requires Supervision - can perform job completely with limited supervision
1 Not Mastered - requires instruction and close supervision
N No Exposure - no experience or knowledge in this area

6/94

Note: Computer skills and knowledge of a foreign language are helpful when using this profile. Duty bands and competencies do not need to be taught in any particular order. Some duty bands and competencies can be integrated and taught together. Team teaching is encouraged. Competencies completed will depend on the length of the course.

3	2	1	N

A. International Career Opportunities

1. Define terms related to international careers
2. Explore career opportunities
3. Evaluate the advantages and disadvantages of entrepreneurial opportunities
4. Determine qualifications necessary for success in the global workplace
5. Determine personal documentation needed for international travel (i.e., passport, VISA)
6. Identify local and state businesses involved in international trade
7. Identify the geographical location of leading countries in international trade
8. State life-long learning goals
9. Participate in leadership activities in Future Business Leaders of America/ Phi Beta Lambda

Others (specify):

_____

_____

3	2	1	N

B. International Business Structures

1. Identify international business structures
2. Research management styles (i.e., TQM, MBO)
3. Identify skills required for managerial success
4. Recognize differences in work environments (i.e., safety regulations, ergonomics, gender equity, family leave, work week, fringe benefits)
5. Identify methods of becoming a global business operation
6. Describe the global community concept

Others (specify):

_____

_____

MULTICULTURAL AND GLOBAL COMMUNICATIONS

3	2	1	N

C. Cultural Diversity/Customs

1. Analyze one's own ideas about foreign cultures
2. Demonstrate knowledge of multicultural environments
3. Identify distinctive social and cultural factors affecting business protocol
4. Describe the importance of oral, written, and non-verbal communications
5. Compare social customs (i.e., holidays, attire, gifts)
6. Recognize ethical international business issues

Others (specify):

_____

_____

3	2	1	N

D. International Informational Resources

1. Define technology's role in international business
2. Analyze communication modes used in international business
3. Describe business documents used in international trade (i.e., shipping, billing, method of payment)
4. Identify local international information resources
5. Access national and international resources utilizing computer and print media (i.e., Internet, international databases, local libraries)

Others (specify):

_____

_____

WORLD TRADE PRACTICES

3	2	1	N

E. International Marketing

1. Define terms related to international marketing
2. Recognize risks in overseas markets
3. Describe methods and procedures used to control risks
4. Analyze marketing strategies
5. Recognize pricing strategies
6. Define procedures and documentation associated with transportation of goods
7. Explain customer service strategies

Others (specify):

_____

_____

3	2	1	N

F. International Economic Concepts

1. Define terms related to international economics
2. Identify the impact of geography and resources on trade
3. Describe the impact of supply and demand
4. Differentiate between absolute and comparative advantage
5. Identify advantages and disadvantages of free trade protectionism
6. Identify the impact of the political structure on economic systems

Others (specify):

_____

_____

3	2	1	N

G. International Finance

1. Define terms related to international finance
2. Explain how fluctuating interest rates affect international trade
3. Identify financial institutions involved in international business (i.e., World Bank)
4. Identify services and incentives of financial institutions
5. Recognize differences in accounting systems used in other countries
6. Calculate currency exchange rates
7. Explain how currency exchange rates affect international trade
8. Describe the impact of direct foreign investments

Others (specify):

_____

_____

3	2	1	N

H. International Trade Law

1. Define terms related to trade law
2. Describe how legal systems differ
3. Recognize government's role and assistance in international law (i.e., protect against illegal imports, protect individual rights, ecology)
4. Identify unfair trade practices

Others (specify):

_____

_____

3	2	1	N

I. Import/Export

1. Define terms related to import/export
2. Identify major foreign investments, both import and export
3. Describe barriers to international trade
4. Identify governmental regulations that influence international trade (i.e., quotas, tariffs, embargoes, employment)
5. Explain reasons governments attempt to regulate trade
6. Distinguish between different standards and measures (i.e., weight, volume, distance)

Others (specify):

_____

_____

3	2	1	N

J. Global Organizational Structures

1. Identify global organizations
2. Define terms related to global organizations and trade alliances
3. Explain the purpose of trade alliances
4. Identify major trade alliances

Others (specify):

_____

_____

Name: _____

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale:
- **3 Mastered** - can work independently with no supervision
- **2 Requires Supervision** - can perform job completely with limited supervision
- **1 Not Mastered** - requires instruction and close supervision
- **N No Exposure** - no experience or knowledge in this area

6/94

Note: Duty bands and competencies do not need to be taught in any particular order. Self management and professionalism, interpersonal skills, career management, and entrepreneurship awareness should be integrated throughout the course. Competencies completed will depend on the length of the course. Duty bands A, B, F, and G are also included on the Computer Business Applications profile as duty bands A, B, J, and K.

A. Self Management and Professionalism

3	2	1	N	
				1. Develop a self-improvement plan
				2. Organize work space
				3. Prioritize and schedule responsibilities
				4. Manage stress
				5. Demonstrate professional appearance
				6. Demonstrate appropriate business behavior (domestic/international)
				7. Utilize resources
				8. Apply decision-making skills to problem solving
				9. Display reliability
				10. Display initiative
				11. Display honesty and integrity
				12. Display adaptability
				13. Describe workplace loyalty
				14. Evaluate work quality against standards
				15. Participate in leadership activities in Future Business Leaders of America/ Phi Beta Lambda
				Others (specify):
				_____
				_____

B. Interpersonal Skills

3	2	1	N	
				1. Demonstrate positive behavior for direction, criticism, and comment
				2. Describe/work within organizational structures (chain of command)
				3. Participate as a member of work teams
				4. Assist co-workers
				5. Exhibit leadership skills in problem solving
				6. Respect beliefs, opinions, and rights of others
				7. Provide service to internal/external customers (domestic/international)
				8. Listen effectively
				9. Demonstrate and interpret non-verbal communication
				Others (specify):
				_____
				_____

C. Communication Skills

3	2	1	N	
				1. Follow instructions
				2. Choose appropriate language (non-gender specific, without cultural bias)
				3. Use the telephone to access information (domestic/international)
				4. Use appropriate telephone skills in answering and placing telephone calls
				5. Give and take accurate messages (telephone or in person)
				6. Organize, send, and receive facsimile (FAX) communication
				7. Use e-mail to organize, send, and receive messages and related information
				8. Use voice mail to give, receive, and route information
				9. Compare communication services
				10. Use correct grammar, spelling, and punctuation for written communication
				11. Compose business correspondence
				12. Edit to produce mailable copy
				13. Use professional and technical references
				14. Present information orally
				Others (specify):
				_____
				_____

3	2	1	N

D. Processing/Managing Information

1. Organize, key, and format business documents
2. Compare the features of different word processing software packages
3. Use basic features of word processing software (tab, block, move, copy) to prepare business related documents
4. Use advanced features of word processing software (tables, merge, graphics, etc.)
5. Enter and revise information on spreadsheets
6. Design spreadsheets
7. Prepare charts, graphs, and other graphic material
8. Enter and revise information into databases
9. Access and extract data from databases
10. Design databases (structure, format, attributes)
11. Integrate files from different software packages
12. Use operating system commands
13. Manage disk directories
14. Produce documents using desktop publishing software
15. Access and utilize information services (electronic bulletin boards)
16. Scan text and graphics for documents
17. Utilize electronic forms
18. Develop and implement data backup procedures
19. Prepare electronic visual presentations
20. Describe the electronic information cycle (input, processing, output, storage, retrieval)
21. Produce business documents from dictated material
22. Demonstrate legal and ethical software/data management
23. Use appropriate business/technology vocabulary
24. Describe computer components
25. Describe features of computer networks
26. Analyze the need to upgrade computer hardware and software

Others (specify):

_____

_____

3	2	1	N

E. Business Management/ Support Skills

1. Operate calculator to perform basic mathematical functions
2. Compare business equipment (i.e., copy machines, FAX machines, computers, calculators) for purchase
3. Identify equipment maintenance procedures
4. Process outgoing mail
5. Process incoming mail
6. Index, code, cross-reference, file, and retrieve records
7. Manage filing systems
8. Maintain supply inventory
9. Apply ergonomic principles to work environments
10. Arrange business travel
11. Schedule meetings and events
12. Process forms related to product-to-client transactions
13. Identify future workplace trends

Others (specify):

_____

_____

3	2	1	N

F. Career Management

1. Analyze business careers
2. Prepare a career development plan (i.e., goals, self improvement, continuing education, advancement)
3. Locate job leads
4. Compose employment related correspondence
5. Prepare an interview portfolio
6. Select and research a potential employer
7. Secure permission to use a reference
8. Prepare a resume
9. Make an inquiry (oral or written) about an advertised job
10. Complete a job application form
11. Complete employment tests
12. Participate in an interview for a job
13. Compare job benefits
14. Describe rights and responsibilities of employees and employers
15. Adhere to workplace values and ethics
16. Describe job keeping skills (discretion, confidentiality, dependability, tact, punctuality, pride in quality work, etc.)
17. Describe performance evaluation instruments
18. Prepare for job separation

Others (specify):

_____

_____

3	2	1	N

G. Entrepreneurship Awareness

1. Describe characteristics of a free enterprise economic system (i.e., ownership of property, profit motive, risk taking, competition, supply and demand)
2. Describe forms of business ownership (i.e., sole proprietorship, partnership, corporation, cooperative)
3. Describe advantages and disadvantages of small business ownership
4. Identify steps necessary to start a business (i.e., evaluate need, site selection, marketing plan, financial plan, management plan)

Others (specify):

_____

_____

Name: _____

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale:
- **3 Mastered** - can work independently with no supervision
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- **1 Not Mastered** - requires instruction and close supervision
- **N No Exposure** - no experience or knowledge in this area

6/94

Note: Minimum keyboarding experience is required. Duty bands and competencies do not need to be taught in any particular order. Self management and professionalism, interpersonal skills, resource management, career management, and entrepreneurship awareness should be integrated throughout the course. Competencies completed will depend on the length of the course. Numbers in parentheses at the end of the competencies in duty bands A, B, J, and K refer to identical competencies on the Business Technology profile, duty bands A, B, J, and K.

3	2	1	N

A. Self Management and Professionalism
1. Develop a self-improvement plan (BT A1)
2. Organize work space (BT A2)
3. Prioritize and schedule responsibilities (BT A3)
4. Manage stress (BT A4)
5. Demonstrate professional appearance (BT A5)
6. Demonstrate appropriate business behavior (domestic/international) (BT A6)
7. Utilize resources (BT A7)
8. Apply decision-making skills to problem solving (BT A8)
9. Display reliability (BT A9)
10. Display initiative (BT A10)
11. Display honesty and integrity (BT A11)
12. Display adaptability (BT A12)
13. Describe workplace loyalty (BT A13)
14. Evaluate work quality against standards (BT A14)
15. Participate in leadership activities in Future Business Leaders of America/Phi Beta Lambda (BT A15)

Others (specify):

_____

_____

3	2	1	N

B. Interpersonal Skills
1. Demonstrate positive behavior for direction, criticism, and comment (BT B1)
2. Describe/work within organizational structures (chain of command) (BT B2)
3. Participate as a member of work teams (BT B3)
4. Assist co-workers (BT B4)
5. Exhibit leadership skills in problem solving (BT B5)
6. Respect beliefs, opinions, and rights of others (BT B6)
7. Provide service to internal/external customers (domestic/international) (BT B7)
8. Listen effectively (BT B8)
9. Demonstrate and interpret non-verbal communication (BT B9)

Others (specify):

_____

_____

3	2	1	N

C. Hardware and Software Systems
1. Define terms related to hardware and software systems
2. Identify the major components of hardware systems
3. Manage files (i.e., naming, storing, deleting directories/folders)
4. Explain proper care and maintenance of hardware and software systems
5. Perform basic operating procedures
6. Perform operating system commands
7. Analyze hardware malfunctions
8. Perform file/disk back-up procedures
9. Describe security procedures

Others (specify):

_____

_____

3	2	1	N

D. Word Processing Applications
1. Define terms related to word processing
2. Create documents (i.e., letters, resumes, reports)
3. Perform save and retrieve procedures
4. Print documents

FORMAT/EDIT

5. Set line spacing
6. Set margins
7. Evaluate document format/layout
8. Use enhancements (i.e., bold, underline, italics)
9. Use block feature (i.e., copy, move, delete)
10. Use spell check/thesaurus
11. Use tabs/indents
12. Set justification
13. Select fonts
14. Create headers/footers
15. Create tables/columns

SPECIAL FEATURES

16. Use macros
17. Use merge feature
18. Use sort feature
19. Use graphics

Others (specify):

_____

_____

3	2	1	N

E. Database Applications

1. Define terms related to databases
2. Design and create database files (i.e., employee records, mailing lists, inventory records)
3. Perform save and retrieve procedures
4. Design and print database reports
5. Edit records (update, delete, add data)
6. Modify database structure (i.e., change field characteristics, add/delete fields)
7. Sort records
8. Search/select data and/or records
9. Use math features in a database

Others (specify):

_____

_____

3	2	1	N

F. Spreadsheet Applications

1. Define terms related to spreadsheets
2. Design and create spreadsheets (i.e., accounts receivable/payable, budgets, payroll)
3. Perform save and retrieve procedures
4. Print spreadsheets
5. Modify spreadsheet data
6. Enhance spreadsheets (i.e., bold, justification)
7. Insert/delete rows/columns
8. Copy/move/delete data
9. Use math formulas
10. Use special functions (i.e., sum, average)
11. Create and print graphs
12. Use title feature (i.e., freeze or lock)
13. Use split screen feature
14. Use database functions within spreadsheets (i.e., sort, query/select)
15. Create and use macros
16. Enhance spreadsheets with fonts and graphics

Others (specify):

_____

_____

3	2	1	N

G. Desktop Publishing

1. Define terms related to desktop publishing
2. Use paint/draw features
3. Place preformatted text (word processing document)
4. Place graphics (i.e., clip art, scanned file, paint/draw file)
5. Enhance publications (i.e., fonts, justification)
6. Design and create publications (i.e., newsletters, brochures)
7. Create/edit graphics files
8. Create scanned files (i.e., graphics, text)

Others (specify):

_____

_____

3	2	1	N

H. Telecommunications

1. Define terms related to telecommunications
2. Identify telecommunications media
3. Send and receive electronic messages (domestic and international) (i.e., FAX, electronic bulletin boards, e-mail)

Others (specify):

_____

_____

3	2	1	N

I. Resource Management

1. Define equipment needs for specific applications
2. Use numeric keypad
3. Explain ethics related to the duplication of copyrighted software programs
4. Explain employee ethics when accessing data
5. Utilize technical manuals
6. List sources of business software information (i.e., newspapers, magazines, journals, users' groups)
7. Compare software packages for purchase
8. Identify major uses of databases
9. Identify major uses of spreadsheets
10. Identify major uses of word processing
11. Identify major uses of desktop publishing
12. Identify major uses of telecommunications
13. Integrate files from various applications
14. Prepare electronic visual presentations

Others (specify):

_____

_____

3	2	1	N

J. Career Management

1. Analyze business careers (BT F1)
2. Prepare a career development plan (i.e., goals, self improvement, continuing education, advancement) (BT F2)
3. Locate job leads (BT F3)
4. Compose employment related correspondence (BT F4)
5. Prepare an interview portfolio (BT F5)
6. Select and research a potential employer (BT F6)
7. Secure permission to use a reference (BT F7)
8. Prepare a resume (BT F8)
9. Make an inquiry (oral or written) about an advertised job (BT F9)
10. Complete a job application form (BT F10)
11. Complete employment tests (BT F11)
12. Participate in an interview for a job (BT F12)
13. Compare job benefits (BT F13)
14. Describe rights and responsibilities of employees and employers (BT F14)
15. Adhere to workplace values and ethics (BT F15)
16. Describe job keeping skills (discretion, confidentiality, dependability, tact, punctuality, pride in quality work, etc.) (BT F16)
17. Describe performance evaluation instruments (BT F17)
18. Prepare for job separation (BT F18)

Others (specify):

_____

_____

3	2	1	N

K. Entrepreneurship Awareness

1. Describe characteristics of a free enterprise economic system (i.e., ownership of property, profit motive, risk taking, competition, supply and demand) (BT G1)
2. Describe forms of business ownership (i.e., sole proprietorship, partnership, corporation, cooperative) (BT G2)
3. Describe advantages and disadvantages of small computer-related business ownership (BT G3)
4. Identify steps necessary to start a computer-related business (i.e., evaluate need, site selection, marketing plan, financial plan, management plan) (BT G4)

Others (specify):

_____

_____

Possible Activities for
International Business Competency Profile

NOTES:

- **This list of activities is intended only to offer some ideas to the instructor using the accompanying competency profile. It is not intended to be viewed or used as a comprehensive curriculum. It is intended solely as an aid to the instructor.**

- **These activities have been correlated as closely as possible with the letter and number of each competency on the profile. You may find that several of these activities fit in more than one competency. You will also find that some of these activities cover more than one competency. Use the activity where it works best for your curriculum.**

A. International Career Opportunities

(A-1,2) Have students interview personnel involved in international business in the private and governmental sectors to gather information about their positions, their career ladders, their educational backgrounds, their responsibilities, their organization's international travel requirements, their mode of communication with foreign companies, percentage of their company's business which involves international trade, etc.

(A-2) Write a letter to the American Association of Exporters and Imports or the Chamber of Commerce of the United States to inquire about jobs available in the import-export field.

(A-2) Search the want ads for multi-national job opportunities and job requirements. Compile a database or bulletin board of information received from these ads.

(A-2) Obtain the "U.S. Customs Service People Have Exceptional Careers" pamphlets which discusses careers with U.S. Customs.

(A-2,4) From the phone interviews, the class compiles a database of information received. Each student then compares his/her backgrounds and qualifications with those compiled in the database.

(A-5) Determine which countries require VISAS. Obtain weather information flight schedules and hotel information for one of these countries. Prepare a passport, VISA, and itinerary for business travel to a foreign country. Contact travel agents for help or use as guest speakers.

(A-5) Divide students into pairs and assign each pair a particular city/country and set up a business sales trip to that country. Let the pair make all the arrangements, provide the businessperson with all the geographical, cultural, etc. information necessary to make this a successful business trip. Acquire passport information, forms and medical information, also.

(A-6) Check local Chamber of Commerce lists for local businesses with international operations or connections.

(A-6) Discuss career and entrepreneurship opportunities in local geographical business area.

(A-6) Prepare a chart or graph showing the role that Missouri plays in world trade.

(A-6) Research local or Missouri businesses in the Fortune's Global 500 firms (late July Fortune 500 issue each year).

(A-6) Field trip to U. S. Customs or to an international company, exporter, distributor, etc. to determine the local involvement in international trade.

(A-7) Using library resources from the local community, compile a database of local companies, products or services provided to foreign countries, and foreign countries with whom trade is conducted. Gather annual reports of multi-national companies from the local community.

(A-8) Research postsecondary programs of interest to student to determine the requirements needed for admission.

B. International Business Structures

(B-2) Divide the class into groups. Each group is assigned to role play a management style (TQM, MBO, etc.) in order to make a decision regarding an international business case study. Discuss the problems encountered in reaching the decision.

(B-4) Conduct an international day in which speakers discuss their knowledge of the work environments in the major foreign countries with whom the community does business and the social customs, religious beliefs, and family structure of the world's major nations.

(B-5) Guest speakers from firms who have gone "global" from U.S. trade to international trade.

(B-5) Obtain a speaker from the World Trade Club, Traffic Club, international professional organizations, or from the Department of Commerce to discuss the procedures for conducting a global business operation.

C. Cultural Diversity/Customs

(C-1) Review with each student their family genealogy--give them a roughly outlined tree with a number of branches--have them fill in the branches as far as they can go--identify the cultural backgrounds involved as they do this. Discuss their stereotype perceptions of these various cultural backgrounds: IRISH: pubs, stubborn, green, Catholic, etc. List a variety of countries we might do international trade with. Have students identify their perceptions of each of these cultures. Have them research and verify the true differences of each culture identified. Divide students into groups with each assigned a specific culture to research. Have them identify their resources. Identify verbal and non-verbal group factors, social customs, and ethical standards.

(C-1) Conduct cultural diversity simulation (Barnga, Ba'Fa'Ba'Fa', or Heelotia)

(C-2) Research countries; cultures, customs, business protocal (Do's and Taboo's books, Culturegrams)

(C-2) Attend a citizen naturalization ceremony at a U. S. District Court House.

(C-2) Divide students into six groups. Assign each group one of the following world regions: Canada, Latin America, Asia, Europe, Middle East, and Africa. Each group then researches and presents.

(C-2) Research the demographics of cities in countries where US trades. Include an analysis of the population according to sex, income, occupation, household size, and education as it relates to U.S. trade.

(C-3,4,5)
Students use Internet to communicate with foreign students and discuss cultural likenesses and differences (or set up a penpal program for "snail" mail.)

(C-3,4,5)
Use foreign exchange students to speak to students about their social customs, their verbal and non-verbal expressions, etc.

(C-3,4,5)
Watch the international CLEO Awards film for best advertising and discuss the different cultural approaches used.

(C-4) Students learn courtesy expressions in a foreign language for various foreign countries and demonstrate introductions and welcomes in that language.

(C-4) Acquaint students with the proper procedures for placing an international call.

(C-4) Prepare correspondence and envelopes addressed to businesses in foreign countries.

(C-6) Analyze case studies involving ethical decisions made regarding international business issues.

D. International Informational Resources

(D-2) Divide the class into groups--research and compare telecommunications technology for today and for the future: computers, networks, fax, telephone systems, infonet, newspapers, international magazines, trade publications, and etc.

(D-2) Research local businesses involved in international business to determine the global network communications systems used and the necessity for instant transmission of documents.

(D-2,4) Contact a TV station, cable TV, or private satellite company for information on global satellite transmission.

(D-3) Obtain shipping documentation used in international trade from local business. (Other sources: simulations, U.S. customs office)

(D-5) Use CD-ROM technology for reference materials. (encyclopedia)

(D-4) Trip to school or local public library to become informed of the various print and electronic media available on international business.

E. International Marketing

(E-2,3,4,5,)
Prepare a list of products manufactured, countries of origin for each product, the "middle men" used to distribute the product and the risk(s) of marketing this product to overseas companies.

(E-4) Watch the international CLEO Awards film for best advertising and discuss the different cultural approach used.

(E-4-7) Create a product with domestic and international appeal. Design the packaging, label, name, trademark, warranty, and image.

(E-4) Create a written advertisement with a domestic and an international perspective that would be used in a magazine or newspaper.

(E-6) Have an exporter speak to the class to provide information on documentation needed for transportation of goods.

F. International Economic Concepts

(F-1) Use basic information given in a one-semester economics class.

(F-2) Use software programs (CD-Rom) which teach geography concepts to help students learn where countries are located and why geography is important in trade.

(F-2) Place an arrangement of travel posters or a world map on the walls of classroom to help students learn--geography, major products produced, resources, etc.

(F-2) Identify nations, their capitals, languages, and currency ("Geografacts," "Where in the World is Carmen Sandiego?", etc.)

(F-5,6) Research the major trade countries by classifying their economic systems and indicating their tax structure and import/export trade with other countries.

(F-5) Participate in a debate of free trade vs. protectionism.

G. International Finance

(G-1-8)
The Federal Reserve System has in place an educational resource. Contract them for seminars, workshops, and field trips.

(G-2,3,4)
Bring in someone employed in a bank to speak about services they offer in international finance and their participation in the Word Bank.

(G-2, 7)
Select an international company and follow its stock market transactions for a two-week period.

(G-4) Have a foreign exchange student share how they get money from their home country.

(G-5) Bring in an accounting employee working in an international enterprise. Have them describe the differences in our accounting procedures and that of another company with which they do business. Discuss the tax processes also.

(G-6, 7)
Find the exchange rates and compare the costs of common products in U. S. Design formulas in a spreadsheet to calculate the price in each country's monetary unit.

(G-6) Find out the prices of hamburgers, fries, Coke, and a Happy Meal, etc. in five countries--Japan, Russia, England, Germany, and Canada.

(G-6) Calculate currency conversions for countries students are researching.

(G-8) Poll students in class to determine how many own a foreign automobile. Hold a debate on American made vs. foreign made vehicles.

(G-8) Determine the GNP of selected countries. Create graph. Rank countries with leading GNP.

(G-8) Discuss the impact of foreign ownership by American national and/or local businesses.

(G-8) Create a database of both domestic and international automakers, where plants are located, what products are made, workers employed, etc.

(G-8) Compile a list of where students' and their families' cars (or electronic equipment) were manufactured. Calculate percentages and compare with actual U. S. percentages sold.

(G-8) List industries which are affected by the demand and supply of foreign and domestic automobiles.

H. International Trade Law

(H-1,4) Invite an attorney who specializes in international law to speak to the class on trade issues.

(H-1,4) Contact foreign consulates in DC, Chicago, and some major U. S. cities for information on trade laws and finance in particular countries (see white page listing in phone book. Example: Denmark Royal Damask Consulate.

(H 1-4) Compose a letter to the appropriate embassy to obtain information regarding laws (i.e.potent and copywrite protection)

(H-3) Have a U. S. Customs officer speak on import regulations.

(H-3) Research the U. S. foreign and domestic governmental trade regulations with major countries.

I. Import/Export

(I-2) Locate pictures in magazines that depict American exports in foreign countries (McDonalds, Coca Cola, etc.) Use these to make a collage.

(I-2) Find pictures in magazines that depict foreign imports or businesses in the U. S. Prepare a collage of these pictures. Label each picture with the proper country.

(I-2) Check labels in the back of clothing and products to compare where those items were manufactured.

(I-2) Bring in labels from foreign made products. Share with class what country each is from.

(I-2) Conduct survey to determine "What entices people to purchase goods from abroad?" List goods purchased and the reason for the purchase--style, price, quality.

(I-2) Prepare charts or graphs showing the top 10 exports and imports of the United States.

(I-2) Create a list of local retail stores. List the products used by students from each store. Limit the list to 10 items in each store. Identify 10 shoe brand names and the country where manufactured. Student presents findings to class (table, graph, typed report)

(I-6) Calculate metric/English measurement conversions.

J. Global Organizational Structures

(J-1) Research the major trade alliances and have students debate the advantages and disadvantages of being involved in these alliances.

(J-1) Participate in debate of advantages and disadvantages to NAFTA.

(J-2) Chart changes brought about by the European Community. Compare with changes earlier predicted for European Community.

(J-3) Research individual trade alliances (NAFTA, CANUSTA, EC, ASEAN, GATT, Most Favored Nations, etc.)

Culminating International Business Activity

Divide the class into groups of four. Each group researches an existing U.S. business that produces a product or service for an international market. Include in the research:

1. What barriers do they encounter?
2. What assets do they find that are helpful in doing business?
3. Identify standards and measures involved and laws that must be addressed in both countries.
4. What cultural factors may play an important part in doing business in this market?
5. Identify trade alliances for countries involved in this market. Analyze how they would or would not affect their business (advantages and disadvantages).

Take the researched business one step further:

1. Determine at least two optional market strategies that this business could use to market their products/service.
2. Identify pricing strategies that might be involved and their affects on profit or loss.
3. Identify steps involved and prepare paperwork for the transportation of the product/service this company is producing.

Possible further resources:

Encyclopedia (print and CD-ROM formats)

Travel Posters - available from travel agencies

Visitors Center or Convention Bureaus - have information available on local economy in larger communities

Federal Reserve Bank - has a catalog with international resources and teaching aids:

St. Louis Location
Public Information Office
P.O. Box 442
St. Louis, MO 63166
314-444-8444 x545

Kansas City Location
Public Affairs Department
925 Grand Avenue
Kansas City, MO 64198-0001
816-881-2683

Northwest MBEA publication: International Business Activities for You.

Guest speakers:

Local international business entrepreneurs

U.S. Department of Commerce or Small Business Administration may be able to provide a local international trade development specialist who can explain trade opportunities.

Local banker or Chamber of Commerce representative may be able to describe international business activity in your community.

Field trip - Tour a locally owned manufacturing company who does business with foreign companies to learn what adjustments must be made in their processes when doing business internationally.

Publications:

U.S. versus the World Quiz: Entrepreneurship Building American Dream. St. Paul: West Publishing Company, 1993

International Fun & Games: A Keyboarding Simulation Cincinnati: South-Western Publishing, 1995

Mirror Incorporated: An International Business Simulation Cincinnati: South-Western Publishing, 1994

Videos:

Films for the Humanities & Sciences
11 Perrine Road
Monmouth Junction, NJ 08852

"Total Quality Management" Audio/Video Workbook
"Charting A Career Course"
"A Changing Workplace"
"Why Value Diversity"
"Understanding Different Cultures"
"Meeting Diversity Challenge"

Possible Activities for
Business Technology Competency Profile

NOTES:

- This list of activities is intended only to offer some ideas to the instructor using the accompanying competency profile. It is not intended to be viewed or used as a comprehensive curriculum. It is intended solely as an aid to the instructor.

- These activities have been correlated as closely as possible with the letter and number of each competency on the profile. You may find that several of these activities fit in more than one competency. You will also find that some of these activities cover more than one competency. Use the activity where it works best for your curriculum.

A. Self Management and Professionalism

(A-1) Use questionnaires and/or personal surveys to analyze student's own personality traits, technical skills and communication skills.

(A-1) Use quarterly and yearly personal/technical goals to indicate areas needing improvement.

(A-1) Analyze personality, skills, attitudes using self-analysis charts.

(A-1) Prepare quarterly and yearly goal sheets for self-improvement and career development.

(A-2) Plan a workstation, including reference books and all equipment and supplies needed. (Use equipment and supply catalogs, professional journals, field trip, ergonomics)

(A-3) Prioritize work in an office task simulation.

(A-3) Utilize software to aid in time management.

(A-3) Assign multi-task units with staggered deadlines, i.e., keyboarding, proofreading, English review and keyboarding review.

(A-3) Research and discuss time management techniques.

(A-3) Make daily and weekly time schedules.

(A-3) Prioritize responsibilities on a "to do" list.

(A-4) Discuss/demonstrate ways to alleviate stress at home/work/school.

(A-4) Complete stress analysis form.

(A-4) Demonstrate management of stress in meeting class deadlines, changes in assignments by teacher, interruptions of work time, etc.

(A-5) Have a "Business Dress Day" once a month (maybe for extra credit).

(A-5) Use community resources to demonstrate professional appearance and how to build a professional wardrobe. (clothing stores, shoe stores, catalogs)

(A-5) Demonstrate professional appearance by preparing a portfolio of business/dress appearance.

(A-5) Demonstrate knowledge of professional appearance by finding examples of good and bad professional appearance in newspapers, magazines, or television.

(A-5) Watch videos (Vocational Resource Center) to learn appropriate professional appearance.

(A-6) Assign a variety of research questions regarding appropriate business behavior, including international issues, and have teams compete to find answers.

(A-6) Watch videos to learn appropriate business behavior (domestic/international).

(A-6) Research differences in acceptable business behavior in several foreign countries.

(A-6) Role play differences found in acceptable business behavior in international situations.

(A-7) Students use news magazines, professional magazines, news media, software/hardware manuals to find answers to a list of questions.

(A-7) Interview an individual currently employed in a business position in which the student might be interested.

(A-7) Participate in Job Shadow Day, complete an observation sheet and present an oral report.

(A-7) Use Career Finder Software to determine occupational interests.

(A-9-13) Demonstrate comprehension of reliability, initiative, honesty, integrity, adaptability, and loyalty traits by explaining each term and giving daily examples of each.

(A-9-13) Give an "Employee of the Month" award, selected by the students. Consider demonstration of reliability, initiative, honesty, loyalty, and adaptability when determining the winner each month.

(A-9) Display reliability by completing assignments on time, coming to class on time daily, having necessary supplies to do tasks assigned.

(A-10) Have students give examples of displaying initiative from their part-time work experiences.

(A-10) Display initiative by finding answers to questions rather than asking someone else.

(A-11) Students give examples of displaying integrity from their part-time work experiences.

(A-12) Students relate examples of adaptability from part-time work experiences.

(A-12) Display adaptability by easily and unquestioningly changing from one assignment to another at teacher's request.

(A-12) Display loyalty by speaking well of classmates, teachers, and school.

(A-13) Students give examples of displaying loyalty from their part-time work experiences.

(A-14) Use mailable/acceptable criteria to assign grades; i.e., M+=perfect, M=mailable/acceptable, NM=not mailable/not acceptable

(A-14) Compare own completed assignment against a correct or model document.

B. Interpersonal Skills

(B-1) Role play human relations cases, demonstrating a work problem. Then, role play, demonstrating a positive solution to that problem.

(B-1) Demonstrate positive behavior in role-play situations with other students when given direction, criticism, and comments.

(B-1-7) Team Managers. Have two or three "team managers" for the class to practice the skills listed under Interpersonal Skills and give students the experience of working with those tasks. The team managers would be assigned on a rotating basis with different managers for each unit of instruction (or follow an assigned timeframe such as a two week period.) The managers could meet with the instructor before school to discuss and plan the activities for the class. Each manager is responsible for students on his/her team including class participation, attendance, etc. Evaluation of performance includes self-evaluation by students, evaluation of the manager by team members, and evaluation of the team members by the manager, as well as instructor evaluation--all using the same RUBRIC (evaluation form). Through the year each student will work as a team member and manager, always with a different combination of students.

(B-2) Set up an organizational structure within the classroom setting. Have a student go through proper chain of command to get answers to questions before asking the teacher.

(B-2) Explain the organizational structure within the school system and the chain of command a student would follow to voice a complaint or offer a suggestion.

(B-3) Do projects utilizing cooperative learning techniques. (Work as a team in preparing a report, conducting a survey of business persons to determine personal characteristics essential for success, etc.)

(B-1-6) Organize students into teams, each team elects a manager as a resource person, this person uses available resources to solve problems or consults with the instructor. Rotate managers to different teams and/or select new managers each week.

(B-4) Student explains a procedure to another student who was absent at the time it was discussed in class.

(B-4) Given a hypothetical situation, train fellow student to complete a particular task.

(B-4) Use buddy system and peer helping.

(B-5) Perform duties as team leader such as: organizing, motivating, and reporting for small group problem-solving activities.

(B-6) Discuss instances in which the beliefs, opinions, or rights of others were abused. Discuss ways respect could have been shown for those beliefs, opinions, or rights of others.

(B-7) Students give oral reports on tips and taboos for dealing with international and domestic customers.

(B-8) NOTE: McGraw-Hill's The Secretary an Integrated Block Program has an accompanying set of recordings. Project 3-3 of those recordings has a very good narration about listening skills which requires that the listeners take notes. It ends giving four recorded telephone conversations which must be recorded as messages by the listeners. No one would buy this whole series in order to get that tape, but perhaps McGraw-Hill would sell you the rights to that one tape. It is quite good.

(B-8) Discuss barriers to good listening.

(B-8) Role play situations to demonstrate poor listening and good listening.

(B-9) Describe non-verbal communication and its meaning both in America and in foreign countries.

(B-9) Understand value of non-verbal communication cues by practicing back-to-back and then face-to-face communication exercises.

(B-9) Keep track of non-verbal communication cues given by instructor or fellow student during lecture/discussion.

(B-9) Research/report on the importance of body language and interpretations--importance of sending good signals; body language internationally.

C. Communication Skills

(C-1) Have students write complete instructions for making a peanut butter and jelly sandwich as told to a foreign-exchange student at your school or a space alien. A teacher or another student then follows the instructions exactly as written.

(C-1) Follow oral instructions/directions given by instructor for running an errand within school building.

(C-1) Follow instructions to complete a scavenger hunt.

(C-1) Follow written instructions given for an assignment without asking additional verbal inf tion.

(C-1) Give oral instructions to the class for creating a picture or diagram;--read only once and allow any questions--repeat the process and this time allow students to ask questions.

(C-1) Students listen to word problems read by instructor. Answer questions individually and th discuss answers as a class or in small groups.

(C-3) Use the telephone directory to locate information from specific requests.

(C-3) Use the telephone book to access information for making international phone calls.

(C-3) Identify time zones and indicate appropriate times to place calls to international and U. S. bu nesses.

(C-4) Use a tape recorder to practice simulated phone conversations.

(C-4) Using appropriate telephone skills, role play situations to access domestic/international inform tion.

(C-4) Demonstrate appropriate telephone skills in mock calls or role playing situations for both incor ing and outgoing business calls.

(C-4) Indicate understanding of appropriate greetings and responses by writing appropriate statement to situations given.

(C-5) Listen to taped telephone conversations--critique conversations using telephone techniques checklist; complete telephone message forms.

(C-5) Complete telephone message forms from role play.

(C-5) Student will give a message to be written down by another student. Give the message to a third student and ask if he/she understands the message.

(C-5) List essential items of information to include on message form and create a message form Have students use these new forms in some of the activities listed here to see how "usable" they are.

(C-6) Ask school secretaries to allow students to send facsimile messages from the school office when needed.

(C-6) Create and send a fax order (including cover sheet) for needed office supplies.

(C-6) Demonstrate fax transmission of document.

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(C-7) Send messages to students if equipment is available for students to use. Create situations and have students compose appropriate messages and send--could include instructions to perform a specific task.

(C-7) Use E-Mail capabilities if available to check mail, read message, and respond appropriately.

(C-8) Using tape recorders or dictation/transcribing machines, simulate voice mail by giving and receiving messages.

(C-9) Compare advantages/disadvantages of various communication services by listing various services giving best use of each.

(C-9) Given a list of communication services, choose the most appropriate service for each situation.

(C-11) Using correct grammar, spelling, and punctuation, compose letters for various situations, such as to thank a guest speaker.

(C-12) Locate errors on letters and memos from mail received at home. Determine how the errors could be corrected to make the document mailable.

(C-12) Proofread business documents and make corrections using standard proofreaders' marks.

(C-12) Develop proofreading skill by proofreading fellow students' work.

(C-13) Use word processing or other software manuals to answer software application questions.

(C-13) Use professional/technical publications to research and prepare a report on a futuristic trend in business.

(C-14) Present orally a summary of a current magazine article or a guest speaker's presentation.

(C-14) Students utilize supplemental textbooks, periodicals and other resources for further information on business procedures or similar topic. Read, study, organize, and present information to class orally. (Could be individual or small group effort.)

D. Processing/Managing Information

(D-1) Use word processing software to format, key, proofread, and print the following: memo, business report, business letter, table, and manuscript (with or without footnotes).

(D-3) Using word processing software, prepare a business letter utilizing tab, block, move, copy, bold, underline and indent features.

(D-4) Use word processing manual to learn how to use advanced features of a software package.

(D-4) Use word processing software to merge documents, to prepare a schedule or table with graphics, to sort and select from a mailing address list.

(D-4) Perform mail merge function using list of ten names and 2 or 3 variables within letter.

(D-5-6) An activity to focus on business math skills can include cooperative teaching with business and math instructors. The math instructor might cover several problems with business math concepts (possibly decimals, percents) while the business instructor introduces math students to spreadsheets, having them enter values and formulas. When the business students return to their classroom, the problems used by the math instructor could be entered as spreadsheets. Students would be able to design the spreadsheet, enter labels, values and formulas to reinforce the math activity.

(D-7) Create a chart or diagram from spreadsheet data to use in an oral presentation.

(D-8-9-10) Design a database, enter information, and prepare reports.

Project: Database

This assignment is designed as an activity for students in the Applied Communications class at the local sending school and vocational students in the Business Technology program. It will give students a practical introduction to the concept of a database--what it is and how it can be used. Through this activity the student will become acquainted with basic terminology used with a database and learn the "hands on" steps involved in a database software program.

Step 1 Creating a database which will serve as a personal directory. Students are asked to identify information which would be included (ie. last name, first name, address, city, state, zip code, phone number). Each item of information is identified as a field, the fields giving information about one person is a record and all records make up a database.

Step 2 Using a database software program. Since this is the students' first activity with this program, it is helpful to demonstrate each step as the information is presented. If available the instructor can use an LCD overhead to project the instructor's computer screen on a large screen at the front of the classroom so students can follow. As database terms and commands are encountered they are written on the board (examples: create a database, name assigned to data base, how to save, append).

Step 3 Entering data into the database. Students enter data for themselves and two or three friends into the fields. With only a few records it is a good time to ask if other helpful information could be added to the database such as birthday. (Students may have additional suggestions.) The procedure/term modify structure is explained and added to the list on the board along with list structure and list. At this point students go to other computers and add their information to the database (limit the time allowed for this part of the activity.)

Step 4 Viewing the database. With the completed records on screen, the instructor might point out that the list could be read more easily if arranged in alphabetic order; introduce the command to index the list.

Step 5 Creating the report form and label form. Output in these two forms is explained and the procedures demonstrated on the LCD while students make the appropriate selections at their computer. All new terms are added to the board (Note: at the end of class, prepare a copy of the list of terms to use as reinforcement at the next class.) Students design the report format and give it an appropriate title such as ADDRESSES FOR MY FRIENDS then print the results. The label format is also created and a set of labels prepared.

This activity has many additional possibilities for application such as arranging records in order according to birthdate and printing a report of birthdays and mailing labels. Students may enter names for their holiday cards and print the labels on green paper rather than white. Students seem to enjoy this activity because it is practical and fun.

(D-11) Using integrated software, combine spreadsheet or database data into one word processing document.

(D-12-13) Demonstrate DOS commands: format, copy, list directory, change directory, etc.

(D-14) Create a newsletter using desktop publishing software.

(D-14) Organize as team (3-4 individuals) and have each team develop recruitment flyer for Business Technology.

(D-14) Prepare a "Business Newsletter" for the business technology class.

(D-15) Utilize Missouri Vocational Bulletin Board (1-800-366-8443), Internet, Compuserve, Prodigy.

(D-16) Use scanner to input text and graphics when preparing newsletters, resumes, brochures, advertisements, etc.

(D-17) Process business documents (purchase orders, invoices, etc.) using electronic forms.

(D-19) Create a chart, diagram, or other visual aid on the computer to use in an oral presentation.

(D-19) Utilize presentation software and/or CD-ROM technology to prepare electronic visual presentation.

(D-20) List different storage media and advantages and/or uses of each.

(D-21) Using dictation/transcription machine, dictate business letter or memo including proper transcription instructions. (Other students could transcribe to determine ease of use)

(D-22) Describe copyright laws concerning software/data management.

(D-22) Discuss news reports of government officials/business people who abuse software/data management ethical behavior.

(D-22) Explain various distribution methods for electronically produced information.

(D-24) Describe computer components giving function of each.

(D-25) Describe features and advantages/disadvantages of a computer network.

(D-26) Working as a team, students prepare a comparative analysis report from their "computer purchase" project.

(D-26) Students obtain price information to purchase or upgrade a computer system.

E. Office Management/Support Skills

(E-2) Use an office equipment and supplies catalog to select business equipment from an allotted amount of money.

(E-4) Know and correctly key state abbreviations.

(E-4) Identify appropriate class and service for various items of outgoing mail.

(E-5) Understand and identify procedures for incoming mail.

(E-7) Identify filing equipment and supplies and uses for each.

(E-8) Compare office supply catalogs to select appropriate supplies and equipment at best price.

(E-8) Be responsible for maintaining business department's supply inventory--printer cartridges, paper, paper clips, absentee forms, etc. for certain period of time (week, month).

(E-9) Analyze and explain how a student's own work environment could be improved by applying ergonomic guidelines.

(E-9) Describe how ergonomics is implemented in local businesses.

(E-10) Invite a travel agent or a business employee whose job it is to arrange travel for their company to speak to your class either at school or at their place of business.

(E-10-11) Choose a city for a business trip, make necessary arrangements for flights, hotel reservations, meeting rooms, etc.

(E-11) Given a hypothetical set of meeting requirements and hotel/school physical capabilities, schedule the meeting or event without conflicts.

(E-12) Use flow-of-work simulation or students role play suppliers and clients to understand product-to-client transactions (requisition, purchase order, invoice, bill of lading, etc.)

(E-13) From research describe future workplace trends and how one can specifically adapt to meet those changes/trends.

(E-13) Use professional/technical publications to research and prepare a report on a futuristic trend in business.

F. Career Management

(F-1) Analyze business careers and interests by using MOVIEW or other computer software programs.

(F-1) Research fastest growing careers (July issue each year in Working Woman or other source) and discuss in class.

(F-1) Ask a panel representing various business careers to share career information, job tips, etc., with class.

(F-1-2) Use Career Finder software to determine occupational interests.

(F-1-6) Research a career of interest including an interview with a person who is currently employed in the career researched.

(F-2) Research and write report concerning chosen career including steps student will need to take to achieve this career (education, training, self-improvement, etc.).

(F-2) Analyze personality, skills, attitudes using self-analysis charts.

(F-2) Prepare quarterly and yearly goal sheets for self-improvement and career development.

(F-2-3) Choose three possible jobs and list skills, traits, and experience required compared to present abilities.

(F-3) List and describe various sources of job information/leads.

(F-3) Prepare a list of local sources of occupational information containing their addresses and phone numbers.

(F-3) Compare the services of local public employment agencies and local private employment agencies.

(F-3) Research classified advertisements to determine personality traits or skills required by employers.

(F-3, 2, 9) Scan classified employment ads to determine availability of jobs in chosen career, skills required, personality traits required, and salary.

(F-4) Compose and key mailable letters or other employment-related correspondence (reference request, thank you, job offer denial.)

(F-4) Compose a follow-up letter to an employer who interviewed the student.

(F-4) Compose a cover letter to accompany a resume.

(F-4-9) Compose a letter of application answering specific job ad.

(F-5) Prepare portfolio of work done throughout year including business document examples, career development plan, and resume.

(F-6) Select and research a potential employer in a city where student plans to live after graduation. (Write or call Chamber of Commerce, library, and other sources.)

(F-6) Secure an employment pamphlet or brochure from a prospective employer that explains the nature of the business.

(F-7) Have student write down what he/shewould be say if requesting a reference by telephone.

(F-8) Study various methods of resume preparation and prepare resume that best showcases education, experience, and other employment skills/attributes.

(F-8) Prepare professional looking resume using word processing or desktop publishing software and laser printer.

(F-8) Define and write a targeted and generic job objective.

(F-9) Make either mock or actual telephone inquiry about advertised job.

(F-11) Research various types of employment testing used by local businesses and government agencies.

(F-11) Complete testing that would be appropriate as an employment test (timed writings, 10-key, spelling, grammar, ethics, etc.)

(F-12) Prepare for interview by answering possible interview questions in writing.

(F-12) Participate in job interview (local business person or school administrator) dressing appropriately.

(F-13) Explain job benefits and compare salary/benefit offers from three employers to determine best offer.

(F-14-15) Invite a guest speaker to discuss drug testing.

(F-15) Describe how workplace values and ethics could vary from one workplace to another.

(F-15) Given hypothetical workplace situations, describe ethical behavior.

(F-16) Discuss instances (no names) of good and bad job-keeping skills students have experienced or observed.

(F-16) Explain need for updating skills.

(F-16) Define and recognize transferable skills.

(F-17) Contact employers to gather job evaluation instruments currently being used.

(F-17) Have students use an evaluation instrument to evaluate their own performance.

(F-18) Explain emotional and physical problems associated with job separation.

(F-18) Understand ethical behavior involved in graciously leaving a job.

(F-18) Compose an appropriate letter of resignation.

G. Entrepreneurship Awareness

(G-1) Describe and contrast five characteristics of a free enterprise economic system with communism and socialism.

(G-2) Using businesses in the community, give advantages/disadvantages and local examples of the four forms of business ownership (sole proprietorship, partnership, corporation, and cooperative).

(G-3) Given a small business ownership scenario (business type, capital, overhead, employees, competition, etc.) describe some advantages and disadvantages of operating a small business versus a larger one.

(G-4) Ask a speaker from the community's Economic Development office, SBA volunteer, or businessowner to speak on the steps necessary to start a business in that economic and geographic area.

(G-4) Work in small groups to research and identify steps necessary to start a hypothetical business venture. Prepare a written plan.

Possible Activities for
Computer Business Applications Competency Profile

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A. Self Management and Professionalism

(A-1) Use questionnaires and/or personal surveys to analyze student's own personality traits, technical skills and communication skills.

(A-1) Use quarterly and yearly personal/technical goals to indicate areas needing improvement.

(A-1) Analyze personality, skills, attitudes using self-analysis charts.

(A-1) Prepare quarterly and yearly goal sheets for self-improvement and career development.

(A-2) Plan a workstation, including reference books and all equipment and supplies needed. (Use equipment and supply catalogs, professional journals, field trip, ergonomics)

(A-3) Prioritize work in an office task simulation.

(A-3) Utilize software to aid in time management.

(A-3) Assign multi-task units with staggered deadlines, i.e., keyboarding, proofreading, English review and keyboarding review.

(A-3) Research and discuss time management techniques.

(A-3) Make daily and weekly time schedules.

(A-3) Prioritize responsibilities on a "to do" list.

(A-4) Discuss/demonstrate ways to alleviate stress at home/work/school.

(A-4) Complete stress analysis form.

(A-4) Demonstrate management of stress in meeting class deadlines, changes in assignments by teacher, interruptions of work time, etc.

(A-5) Have a "Business Dress Day" once a month (maybe for extra credit).

(A-5) Use community resources to demonstrate professional appearance and how to build a professional wardrobe. (clothing stores, shoe stores, catalogs)

(A-5) Demonstrate professional appearance by preparing a portfolio of business/dress appearance.

(A-5) Demonstrate knowledge of professional appearance by finding examples of good and bad professional appearance in newspapers, magazines, or television.

(A-5) Watch videos (Vocational Resource Center) to learn appropriate professional appearance.

(A-6) Assign a variety of research questions regarding appropriate business behavior, including international issues, and have teams compete to find answers.

(A-6) Watch videos to learn appropriate business behavior (domestic/international).

(A-6) Research differences in acceptable business behavior in several foreign countries.

(A-6) Role play differences found in acceptable business behavior in international situations.

(A-7) Students use news magazines, professional magazines, news media, software/hardware manuals to find answers to a list of questions.

(A-7) Interview an individual currently employed in a business position in which the student might be interested.

(A-7) Participate in Job Shadow Day, complete an observation sheet and present an oral report.

(A-7) Use Career Finder Software to determine occupational interests.

(A-9-13) Demonstrate comprehension of reliability, initiative, honesty, integrity, adaptability, and loyalty traits by explaining each term and giving daily examples of each.

(A-9-13) Give an "Employee of the Month" award, selected by the students. Consider demonstration of reliability, initiative, honesty, loyalty, and adaptability when determining the winner each month.

(A-9) Display reliability by completing assignments on time, coming to class on time daily, having necessary supplies to do tasks assigned.

(A-10) Have students give examples of displaying initiative from their part-time work experiences.

(A-10) Display initiative by finding answers to questions rather than asking someone else.

(A-11) Students give examples of displaying integrity from their part-time work experiences.

(A-12) Students relate examples of adaptability from part-time work experiences.

(A-12) Display adaptability by easily and unquestioningly changing from one assignment to another at teacher's request.

(A-12) Display loyalty by speaking well of classmates, teachers, and school.

(A-13) Students give examples of displaying loyalty from their part-time work experiences.

(A-14) Use mailable/acceptable criteria to assign grades; i.e., M+=perfect, M=mailable/acceptable, NM=not mailable/not acceptable

(A-14) Compare own completed assignment against a correct or model document.

B. Interpersonal Skills

(B-1) Role play human relations cases, demonstrating a work problem. Then, role play, demonstrating a positive solution to that problem.

(B-1) Demonstrate positive behavior in role-play situations with other students when given direction, criticism, and comments.

(B-1-7) Team Managers. Have two or three "team managers" for the class to practice the skills listed under Interpersonal Skills and give students the experience of working with those tasks. The team managers would be assigned on a rotating basis with different managers for each unit of instruction (or follow an assigned timeframe such as a two week period.) The managers could meet with the instructor before school to discuss and plan the activities for the class. Each manager is responsible for students on his/her team including class participation, attendance, etc. Evaluation of performance includes self-evaluation by students, evaluation of the manager by team members, and evaluation of the team members by the manager, as well as instructor evaluation--all using the same RUBRIC (evaluation form). Through the year each student will work as a team member and manager, always with a different combination of students.

(B-2) Set up an organizational structure within the classroom setting. Have a student go through proper chain of command to get answers to questions before asking the teacher.

(B-2) Explain the organizational structure within the school system and the chain of command a student would follow to voice a complaint or offer a suggestion.

(B-3) Do projects utilizing cooperative learning techniques. (Work as a team in preparing a report, conducting a survey of business persons to determine personal characteristics essential for success, etc.)

(B-1-6) Organize students into teams, each team elects a manager as a resource person, this person uses available resources to solve problems or consults with the instructor. Rotate managers to different teams and/or select new managers each week.

(B-4) Student explains a procedure to another student who was absent at the time it was discussed in class.

(B-4) Given a hypothetical situation, train fellow student to complete a particular task.

(B-4) Use buddy system and peer helping.

(B-5) Perform duties as team leader such as: organizing, motivating, and reporting for small group problem-solving activities.

(B-6) Discuss instances in which the beliefs, opinions, or rights of others were abused. Discuss ways respect could have been shown for those beliefs, opinions, or rights of others.

(B-7) Students give oral reports on tips and taboos for dealing with international and domestic customers.

(B-8) NOTE: McGraw-Hill's The Secretary an Integrated Block Program has an accompanying set of recordings. Project 3-3 of those recordings has a very good narration about listening skills which requires that the listeners take notes. It ends giving four recorded telephone conversations which must be recorded as messages by the listeners. No one would buy this whole series in order to get that tape, but perhaps McGraw-Hill would sell you the rights to that one tape. It is quite good.

(B-8) Discuss barriers to good listening.

(B-8) Role play situations to demonstrate poor listening and good listening.

(B-9) Describe non-verbal communication and its meaning both in America and in foreign countries.

(B-9) Understand value of non-verbal communication cues by practicing back-to-back and then face-to-face communication exercises.

(B-9) Keep track of non-verbal communication cues given by instructor or fellow student during lecture/discussion.

(B-9) Research/report on the importance of body language and interpretations--importance of sending good signals; body language internationally.

C. Hardware and Software Systems

(C-2) Students research the purchase cost of a personal computer and its various components.

(C-2) Set up a personal computer & printer

(C-3) Back up files (on regular basis)

(C-6) Practice the following DOS Commands

Format a disk	Date
Copy file to different disk	Time
Create subdirectories	Rename a file

(C-9) Develop security procedures for the class

D. Word Processing Applications

Examples of word processing applications

Create/edit letters and memos using various letter styles
Legal document using standardized text
Letter to local/state/national politicians expressing the opinion of the student about a "hot issue."

(D-2) Report with footnotes

(D-9) Report with paragraphs to block and move

(D-9,15)
Table with column to block and move or delete

(D-11) Prepare a quick-reference list for the most frequently used commands in the software currently using

(D-15) Make a calendar turning the paper sideways/use tables feature if available.

(D-15) Make a ticket for a school activity or function using tables feature if available.

(D-15) Prepare a form letter with a table about credits necessary for graduation.

(D-15) Create a class, business department, or FBLA newsletter containing graphics.

(D-15) Use the table feature to create a form that could be used in business operations (telephone log sheet, form for checkout purposes, shopping list, etc.)

(D-15) Create labels for a holiday mailing or for graduation invitations and thank you notes.

(D-15-17)
Prepare a form letter with a table about credits necessary for graduation.

Prepare an itinerary for a trip.

(D-16) Create the following macros for use in preparing documents:
- student's name
- name of city
- name of school
- format for memo
- format for short letter
- header/footer including student name, date, class for daily assignments

(D-17) Overdue account letters (use merge or document assembly application)

(D-17) Prepare a form letter to parents about business course offerings and employment/education possibilities.

(D-17) Create a for letter requesting information from a colleges/universities of your choice on how to apply for enrollment.

(D-18) Create a class list and sort

(D-19) Use line draw feature to create a family tree

(D-19) Create a sign using graphics (Open House, School Activities, Campaigns, Holidays)

(D-19) Create a cover sheet for a report using enhancements (fonts, graphics, borders)

E. Database Applications (The following activities will cover several competencies in one application.)

Possible sources of data for database applications
- Baseball card collection (or other collection)
- Tape/CD collection
- Any Inventory
- FBLA Membership List
- GAD! (Global Awareness Data) See International Business Activities for You! Northwest-St. Joseph District, MBEA, p. 39
- Presidents
- Recipes
- personal mailing list (could be enhanced to include birthdays, anniversaries, phone numbers, place of birth),
- hobby or collectibles
- states, capitols, birds, flowers, populations, square miles

(E-2-6) Create a database to inventory equipment in the business computer lab.
Modify the database to add equipment requests
Modify the database to add fields for cost estimates and vendors.
Use catalogs and/or local suppliers for cost amounts
Make a file of the class--include favorites (color, food, movie, song, car, teacher, etc.), siblings, auto, parents names and occupations, etc. They enjoy learning about each other.
Keep track of all colleges/jobs contacted to with addresses and contact people

(E-7-8) Using the states database, the following activities may be used:
Sort--sort the database
Alphabetically (state, flower, capitol, etc.)
Numerically (average temperature, square mile, population) use ascending and descending sorts
Search/Select --
States with an average temperature above a specified temperature
States with population above a specified number and capitols beginning with a specific letter
States with flowers beginning with a specific letter or bird beginning with a specific letter
Edit any of above records, sort them, and print tables and reports from the database

F. Spreadsheet Applications

Examples of spreadsheet applications:

Prepare standard accounting applications in spreadsheet form: daily sales report, balance sheets, income statements, billing/inventory

Create an inventory estimating the value of each item (personal assets, Business Department, your classroom)

Prepare a budget for a class party, school club, school play, athletic department.

Prepare a spreadsheet containing stats for a local sports team. Coaches will usually give you the necessary information. (May use newspaper as a source for data for professional and college teams)

Prepare monthly expense sheets for local charitable organization. (Use this later to do a graphic presentation for the charity.)

Make copies of receipts that could be business travel expenses and distribute to students. Have students prepare an expense report from expenses that are on receipts.

Prepare an aging of accounts receivable chart. Calculate percentages for each category.

Prepare a budget using percentages of available funds for living expenses. Have students research this from home getting percentage estimates.

Create spreadsheet to record a student's daily/class grades.

Create checkbook file and use it for reconciliation.

Create a budget for your personal finances

(F-11) Enhance a spreadsheet and include a pie/line/bar graph

(F-11) Create a spreadsheet showing the use of your time during a full 24-hour day. Present the data in graph form.

(F-11) Create a graph using information from a simple survey:
a) create and print a spreadsheet listing 10 movies
b) record student ratings (separating male and female) opinions
c) create graph

(F-11) Use data from newspaper to prepare a spreadsheet and to create a graph (sports section, financial page)

(F-13) Prepare a payroll spreadsheet. Use split screen feature to view a tax chart located in a separate area of the spreadsheet file.

(F-16) Retrieve a spreadsheet and include an appropriate graphic and enhance with fonts

G. Desktop Publishing

Examples of desktop publishing applications

Programs (Prom, Honor Assembly, etc.)
Business Card
Enhanced report created in word processing unit
Personal letterhead or letterhead for your school or department
Invitations/Greeting cards
Create a flyer or advertisement to promote your class
Present your favorite quotes in single-page layout
Use a promotional piece received in the mail to create a similar document advertising a product of your choice.
Create notepads including graphics and appropriate text.
Choose a small advertisement or a page from a magazine. Scan pictures and use fonts to re-create a duplication of original document
Create an advertisement
Create a newsletter for the class or local FBLA chapter
Create a greeting card
Create a promotional brochure for FBLA
Research report on telecommunications or international mail (enhance with graphics, etc., during desktop)
Create a sign using graphics (Open House, School Activities, Campaign, Holidays)
Create a cover sheet for a report using enhancements (fonts, graphics, borders)
Resume (enhance using desktop publishing)
Research report on telecommunications or international mail (enhance with graphics, etc., using desktop publishing)
Create a class or business department newsletter with graphics (class, business dept., FBLA)
Create a program for a school activity include graphics (class play, FBLA district contest, music recital)

(G-2) Create a cover sheet for a report using enhancements (fonts, graphics, borders)

(G-2) Create a logo for a business

(G-2) Use paint/draw tools (box, line, circle, etc.) to recreate simple artwork/drawings (i.e., computer, bunch of grapes, sailboat)

(G-8) Scan a self-portrait (school picture) and create a fact sheet about yourself.

H. Telecommunications

(H-3) Connect to Internet and communicate with business (domestic/international) and/or Vocational Education Business Board (1-800-366-8443) to communicate with students in other business classes.

(H-3) Set up an E-mail system in Business Technology class when doing flow- of-work simulation.

(H-3) Use fax to contact students at neighboring schools regarding FBLA topics or other issues of common interest.

I. Resource Management

(I-3) Research articles and prepare a report on the ethical use of copyrighted software.

(I-4) Prepare a report on ethics in business and computers, etc.

(I-5) Give students a list of questions than can only be answered by use of the software manuals.

(I-7) Have software available for students to use and compare; have them fill out rating sheets comparing features of each.

(I-7) Compare software packages for purchase utilizing only ads, catalogs, etc.

(I-7) Read article in computer magazine on software comparison and write a report indicating which software they would purchase for a given scenario and why.

(I-13) Choose a topic and prepare a report integrating database, spreadsheet and graph files into one document.

J. Career Management

(J-1) Analyze business careers and interests by using MOVIEW or other computer software programs.

(J-1) Research fastest growing careers (July issue each year in Working Woman or other source) and discuss in class.

(J-1) Ask a panel representing various business careers to share career information, job tips, etc., with class.

(J-1-2) Use Career Finder software to determine occupational interests.

(J-1-6) Research a career of interest including an interview with a person who is currently employed in the career researched.

(J-2) Research and write report concerning chosen career including steps student will need to take to achieve this career (education, training, self-improvement, etc.).

(J-2) Analyze personality, skills, attitudes using self-analysis charts.

(J-2) Prepare quarterly and yearly goal sheets for self-improvement and career development.

(J-2-3) Choose three possible jobs and list skills, traits, and experience required compared to present abilities.

(J-3) List and describe various sources of job information/leads.

(J-3) Prepare a list of local sources of occupational information containing their addresses and phone numbers.

(J-3) Compare the services of local public employment agencies and local private employment agencies.

(J-3) Research classified advertisements to determine personality traits or skills required by employers.

(J-3, 2, 9) Scan classified employment ads to determine availability of jobs in chosen career, skills required, personality traits required, and salary.

(J-4) Compose and key mailable letters or other employment-related correspondence (reference request, thank you, job offer denial.)

(J-4) Compose a follow-up letter to an employer who interviewed the student.

(J-4) Compose a cover letter to accompany a resume.

(J-4-9) Compose a letter of application answering specific job ad.

(J-5) Prepare portfolio of work done throughout year including business document examples, career development plan, and resume.

(J-6) Select and research a potential employer in a city where student plans to live after graduation. (Write or call Chamber of Commerce, library, and other sources.)

(J-6) Secure an employment pamphlet or brochure from a prospective employer that explains the nature of the business.

(J-7) Have student write down what he/she would say if requesting a reference by telephone.

(J-8) Study various methods of resume preparation and prepare resume that best showcases education, experience, and other employment skills/attributes.

(J-8) Prepare professional looking resume using word processing or desktop publishing software and laser printer.

(J-8) Define and write a targeted and generic job objective.

(J-9) Make either mock or actual telephone inquiry about advertised job.

(J-11) Research various types of employment testing used by local businesses and government agencies.

(J-11) Complete testing that would be appropriate as an employment test (timed writings, 10-key, spelling, grammar, ethics, etc.)

(J-12) Prepare for interview by answering possible interview questions in writing.

(J-12) Participate in job interview (local business person or school administrator) dressing appropriately.

(J-13) Explain job benefits and compare salary/benefit offers from three employers to determine best offer.

(J-14-15)
Invite a guest speaker to discuss drug testing.

(J-15) Describe how workplace values and ethics could vary from one workplace to another.

(J-15) Given hypothetical workplace situations, describe ethical behavior.

(J-16) Discuss instances (no names) of good and bad job-keeping skills students have experienced or observed.

(J-16) Explain need for updating skills.

(J-16) Define and recognize transferable skills.

(J-17) Contact employers to gather job evaluation instruments currently being used.

(J-17) Have students use an evaluation instrument to evaluate their own performance.

(J-18) Explain emotional and physical problems associated with job separation.

(J-18) Understand ethical behavior involved in graciously leaving a job.

(J-18) Compose an appropriate letter of resignation.

K. Entrepreneurship

(K-1) Describe and contrast five characteristics of a free enterprise economic system with communism and socialism.

(K-2) Using businesses in the community, give advantages/disadvantages and local examples of the four forms of business ownership (sole proprietorship, partnership, corporation, and cooperative).

(K-3) Given a small business ownership scenario (business type, capital, overhead, employees, competition, etc.) describe some advantages and disadvantages of operating a small business versus a larger one.

(K-4) Ask a speaker from the community's Economic Development office, SBA volunteer, or businessowner to speak on the steps necessary to start a business in that economic and geographic area.

(K-4) Work in small groups to research and identify steps necessary to start a hypothetical business venture. Prepare a written plan.